Attention!

This is a *representative* syllabus. The syllabus for the course when you enroll may be *different*.

Use the syllabus provided by *your* instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email ([psychadvising@osu.edu](mailto:psychadvising@osu.edu)) or phone (614.292.5750).

Thank you!
Course Overview and Objectives:
Psychology of Childhood seeks to introduce you to the major phenomena, methods, theories, and findings of developmental psychology, especially as they apply to infancy and childhood. We will cover the development of perceiving and moving, learning and remembering, thinking and using language, getting motivated and feeling emotions, and becoming a unique individual capable of dealing with the social world. To understand the funny behaviors and thought processes of infants and children, you will learn to evaluate scientific theories and evidence in a logical, thoughtful manner.

Required Text:

- Access card available at the bookstore: [http://ohiostate.bncollege.com](http://ohiostate.bncollege.com)

*The Dynamic Child* is an interactive online book. The book is fully integrated with the interactive program we will use this semester, *My Virtual Child*. *My Virtual Child* will allow you to raise a child online and observe the developmental pathway from birth through adolescence.
TAG Learning Objectives:
To promote easy and transparent course transferability between institutions in Ohio, this course is also designed to meet specific Transfer Assurance Guide (TAG) learning objectives (recommended by the Board of Regents after consultation with faculty).
Upon completion of this course, students will be able to:
1. Explain the biological, cognitive, cultural, environmental, and social factors that influence human development throughout childhood.
2. Evaluate current and past research in childhood guided by theories within developmental psychology.
3. Apply developmental psychology principles to daily life throughout childhood.
4. Distinguish myths and misconceptions from research evidence regarding human development during childhood.
5. Describe methodological approaches used to study human development across childhood.
6. Assess and critically analyze theories, research methodology and findings (outcomes), and applications developed by developmental psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the Internet throughout childhood.

Assessment & Grading –

<table>
<thead>
<tr>
<th>Required Course Work:</th>
<th>Point Value:</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>MVC - Raising Your Child Checkpoints (3)</td>
<td>3 x 3 pts = 9</td>
<td>3.3%</td>
</tr>
<tr>
<td>MVC - Essays (6)</td>
<td>6 x 7 pts = 42</td>
<td>15.5%</td>
</tr>
<tr>
<td>Pre-reading Questions (10)</td>
<td>10 x 3 pts = 30</td>
<td>11.1%</td>
</tr>
<tr>
<td>In-Class Activities (10)</td>
<td>10 x 3 pts = 30</td>
<td>11.1%</td>
</tr>
<tr>
<td>Exams (4)</td>
<td>4 x 40 pts = 160</td>
<td>59%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>271 points</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Extra Credit:
An optional extra credit writing assignment (1-3 pages) will be provided, worth up to 6 points.

Grading Scale:
The following standard OSU grade scale will be followed to determine final grades. These percentages will be based solely on earned points during the semester.

**NO ROUNDING OF FINAL GRADES WILL OCCUR.**
A: 93-100%       B+: 87-89%       C+: 77-79%       D+: 67-69%       E: 0-59%
A-: 90-92%       B: 83-86%       C: 73-76%       D: 60-66%
B-: 80-82%       C-: 70-72%
Grade Components:
1. **My Virtual Child (MVC) - Raising Your Child Checkpoints**
   Once we begin the My Virtual Child assignment, you will need to follow along with the appropriate checkpoints in raising your virtual child. If you fall behind, it will be harder to appropriately the material from each chapter. There are 3 checkpoints to make sure that you are staying up-to-date with the assignment.

2. **My Virtual Child (MVC) - Essays**
   There are six short essays you will complete over the semester, two for each of the three age levels of the child. Each essay will have an associated rubric posted on Canvas and a length of approximately 1 page.

3. **Pre-Reading Questions - Top Hat — Join code: xxxxx**
   - Given our interactive textbook, program, and the nature of the course material, our class time will be better spent going beyond the required required material. This means that you will need to read the assigned material BEFORE the listed class day that it will be covered.
   - The chapter pre-reading quizzes will consist of 3 Top Hat questions per chapter: each question will be worth 0.5 points for participation and 0.5 points for accuracy (correct answer), for a total of 1 point per question. The questions will be administered in an open NOTE (not book) manner during the class period when we begin a new chapter (usually within the first 10 minutes of class). You will have 1 minute to answer each question. Six points (equivalent of 2 chapters) will be automatically dropped, for a total of 30 points possible over the semester.
   - If you are pre-reading and taking notes and still not earning full credit on the pre-reading questions, please contact me and we can discuss your pre-reading and note-taking strategies.

**Handwritten Submission Policy**
- On any day that you need to submit a handwritten answer (e.g. your technology is not working) for an electronically administered item (e.g. Tophat), please do the following:
  1. Use a full sheet of paper
  2. Put your full name on the paper in legible handwriting
  3. Put the full date on the paper
  4. Clearly indicate which question you are answering - you will not just be able to number them, since there is not a corresponding number on Tophat. Write out a portion of the question to correspond to the question you are answering (Tophat).
  5. As soon as Tophat closes, you are responsible for taking your paper to Dr. Yocom BEFORE we discuss the answers as a class.
     - If you do not bring your answers to me before the answers are discussed out loud (Tophat), you will receive NO credit.
4. **In-Class Activities:** There will be 12-13 in-class activities over the course of the semester. The assignments will involve integrating the lecture or book material (applying concepts/terms); for some assignments, you will work with a peer group during class and for others you will work individually. Some will primarily involve a worksheet, in which you will receive full credit for participation; others will involve a short answer response in which the following rubric will be applied (0/1/2/3 scale):

- 0 = student not present/no appropriate response submitted
- 1 = somewhat appropriate application of material, but key terms missing or used incorrectly
- 2 = mostly appropriate application of material; many terms/concepts used appropriately, but some used incorrectly
- 3 = excellent application of material; all terms/concepts used appropriately

Only 10 of these will count toward your final grade, so two to three of your lowest (or missed) assignments will be automatically dropped at the end of the semester. If you miss a class in which there was an assignment, you can make up the points by submitting a 1-2 page summary (in your own words) AND application of the chapter or portion of the chapter covered in class. Your summary will be graded using the above 0/1/2/3 scale. Any makeup application assignments, must be submitted within 48 hours of the missed class. Makeup credit can only be used for two missed application assignments. All application assignments are open notes/book.

5. **Exams 1 - 4:** The four (non-cumulative) exams, which include the Final Exam, consist of applied and definitional multiple-choice questions that cover information from both the book, discussions, and lectures. The assigned readings will be on the exam, whether or not they are explicitly covered in class. Make-up Exams will ONLY be given in the case of a documented emergency on exam day. Please Note:

1. You MUST contact me PRIOR to the exam to be eligible for a make-up (except for extenuating circumstances; e.g. hospitalization, etc.).
2. You MUST provide documentation from an official source (e.g., a physician) that verifies your emergency on the day of the exam. No documentation, no make-up.
3. Makeup exams will cover the same content, but may include a different format for the exam questions (more open-ended questions, etc.).
4. You MUST take the makeup within one week of the regularly scheduled exam.

Note: court appearances, family vacations, job attendance, days out with your friends, and mild illness do NOT count as emergencies and will not result in a make-up exam.

**Class Policies – Attendance and Participation:**

- I expect you to **attend** and **participate** in each class. If you miss a lecture, it is your responsibility to get any notes you miss from another student in class. I DO NOT distribute the powerpoint slides from class.
- To fully participate in each class I expect that you will have read the assigned readings **BEFORE class**. A good strategy is to fill in the guided notes as you read.
General:

- Be on time; I will be courteous of your time and always end class on time, so please be courteous of class start and ending time. If you need to arrive late or leave early, I appreciate if you let me know ahead of time.
- Electronics use: While you will use your phone or laptop for course-related activities during class, please do not check email, social media, texts, phone messages, or interesting internet sites that are not course related during class. If you have a personal emergency, please leave the classroom to take the phone call.
- Respect the opinions and comments of others in the class.
- If you have ANY questions or concerns, please ask! You can ask me either before or after class or during my office hours, I am here to help you succeed in class!

Academic Misconduct –

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/csc/).

Sexual Misconduct/Relationship Violence:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Students with a Disability:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.
### Course Schedule (May be subject to change):

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Due Dates</th>
<th>Units of Instruction</th>
</tr>
</thead>
</table>
| Wk 1: T, 8/24  
R, 8/26 |  | Introduction & Overview  
Chapter 1 - Theories & Methods |
| Wk 2: T, 8/29  
R, 8/31 |  | Chapter 2 - Heredity & Environment  
Ch 2 cont. |
| Wk 3: T, 9/5  
R, 9/7 |  | Chapter 3 - Prenatal, Birth, Newborn  
Ch 3 cont. |
| Wk 4: T, 9/12  
R, 9/14 | *Exam 1*  
MVC Checkpoint - 2.5 years | Exam 1 (Ch 1-3)  
Chapter 4 - Infants & Toddlers - Physical, Health |
| Wk 5: T, 9/19  
R, 9/21 |  | Ch 4 cont.  
Chapter 5 - Infants & Toddlers - Cognitive |
| Wk 6: T, 9/26  
R, 9/28 | MVC Infants, Toddlers Essays  
*Exam 2* | MVC Checkpoint - 5 years  
—NO CLASS—  
Exam 2 (Ch 4-6)  
Chapter 6 - Infants & Toddlers - Social, Emotional |
| Wk 7: T, 10/3  
R, 10/5 | MVC Early Childhood Essays  
Optional Extra Credit due | MVC Checkpoint - 11 years  
Early Childhood - conclusions  
Exam 3 (Ch 7-9)  
Chapter 10 - Middle Childhood - Physical, Health |
| Wk 8: T, 10/10  
R, 10/12 |  | Ch 7 cont.  
Chapter 8 - Early Childhood - Cognitive, Language |
| Wk 9: T, 10/17  
R, 10/19 |  | Ch 8 cont.  
Chapter 9 - Early Childhood - Social, Emotional |
| Wk 10: T, 10/24  
R, 10/26 |  | Ch 9 cont.  
Early Childhood - conclusions |
| Wk 11: T, 10/31  
R, 11/2 | MVC Middle Childhood Essays | MVC Checkpoint - 11 years  
Chapter 12 - Middle Childhood - Social, Emotional  
Ch 12 cont. |
| Wk 12: T, 11/7  
R, 11/9 | *Exam 3*  
MVC Checkpoint - 11 years | MVC Middle Childhood Essays  
Chapter 12 - Middle Childhood - Social, Emotional  
Ch 12 cont. |
| Wk 13: T, 11/14  
R, 11/16 |  | Ch 10 cont.  
Chapter 11 - Middle Childhood - Cognitive |
| Wk 14: T, 11/21  
R, 11/23 | —NO CLASS— | Thanksgiving: NO CLASS  
Chapter 11 - Middle Childhood - Cognitive  
Ch 11 cont. |
| Wk 15: T, 11/28  
R, 11/30 |  | MVC Middle Childhood Essays  
Chapter 12 - Middle Childhood - Social, Emotional  
Ch 12 cont. |
| Wk 16: T, 12/5 |  | Middle Childhood - conclusions |
| **Tuesday, Dec. 12th**  
8:00 - 9:45am | *Final Exam*  
Hitchcock Hall, Rm 31 | Final Exam (Ch 10-12) |